



## Facilitator session plan

### About the simulation

*Title:* Delivering difficult news to children's families

*Date:*

*Duration:* 4 hours

*Venue:*

### Faculty

*Facilitator/s:*

*Simulated patient/s:*

*Confederate/s:*

### Participants

*Name*

*Discipline*

### Learning objectives

At the conclusion of the simulation, participants will be able to:

1. Identify the communication skills required in effectively delivering difficult news.
2. Identify the key aspects of their own communication style.
3. Demonstrate the communication skills required in effectively delivering difficult news.

### Preparation checklist

*Prior to simulation activity*

- |   |   |
|---|---|
| <input type="checkbox"/> Venue booked (including computer access) | <input type="checkbox"/> Faculty recruited                  |
| <input type="checkbox"/> Debriefing room(s) booked                | <input type="checkbox"/> Simulated parent(s) recruited      |
| <input type="checkbox"/> Equipment checked (if applicable)        | <input type="checkbox"/> Props/materials in order/collected |

*On the day of the simulation*

- |   |  |
|---|--|
| <input type="checkbox"/> Room/s are set up (including PowerPoint) | <input type="checkbox"/> Simulated parent briefing |
| <input type="checkbox"/> Faculty briefing                         |  |

#### DISCLAIMER

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20 minutes

### Introduction

<ol style="list-style-type: none"><li>1. Welcome everyone to the workshop.</li><li>2. Facilitator to cover the following housekeeping:<ul style="list-style-type: none"><li>• Start and finish times; and breaks.</li><li>• Toilets</li><li>• Emergency exits &amp; other WHS matters</li></ul></li><li>3. Facilitator to lead a discussion around simulation-based education and group rules including confidentiality, respectful communication, suspending disbelief and determine group agreement.</li><li>4. Faculty to introduce themselves (background, experience with delivering difficult news).</li><li>5. Participants to introduce themselves (background, experience with delivering difficult news).</li><li>6. Facilitator to provide an overview of how the simulation activity will run. The group is divided into 2 groups. There are 4 components to this simulation:<ol style="list-style-type: none"><li>i. Group A participates in the simulation activity initially with Group B observing</li><li>ii. Groups A and B debrief (parents do not participate in this debriefing in order to remain in character)</li><li>iii. Group B participates in the simulation while Group A observes</li><li>iv. Groups A and B debrief again (parents involved)</li></ol></li><li>7. Participants in Group A and Group B to nominate a team leader. The team leader will be responsible for introducing the topic of conversation with the family, keeping the conversation on track, summarising information and ensuring that the family is feeling supported and drawing the discussion to a conclusion.</li></ol>	<p><i>Materials/props</i></p> <p>PowerPoint Presentation</p> <p>Computer/laptop</p> <p>Data projector</p>
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40 minutes

### Background information/educational presentation

<ol style="list-style-type: none"><li>1. Facilitator to emphasise the learning objectives.</li><li>2. Facilitator to present the educational content using the PowerPoint slides. Content includes key communication skills:<ul style="list-style-type: none"><li>○ How to engage in a conversation to deliver difficult news</li><li>○ How to appropriately manage emotional fallout</li><li>○ How to use a therapeutic communication style</li><li>○ How to utilise these skills when delivering difficult news</li></ul></li><li>3. Facilitator may engage group in discussion on certain points as appropriate.</li></ol>	<p><i>Materials/props</i></p> <p>PowerPoint Presentation</p> <p>Communication skills summary sheet for facilitator</p> <p>Whiteboard</p>
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## BREAK

10 minutes

## Activity briefing

10 minutes

<p>1. Facilitator/s to brief the participants in the briefing/debriefing room. Facilitator to cover the following:</p> <p><i>“The aim is for you to incorporate your learning from the simulation experience and the material discussed earlier into your practice and to develop a team approach for delivering difficult news to client’s families”.</i></p> <p>2. The group is divided into two groups. There are 4 components to this simulation:</p> <ol style="list-style-type: none"><li>Group A participates in the simulation activity initially with Group B observing</li><li>Groups A and B debrief (parents do not participate in this debriefing in order to remain in character)</li><li>Group B participates in the simulation while Group A observes</li><li>Groups A and B debrief again (parents involved)</li></ol> <p>3. Facilitator to brief the parents regarding the format of the simulation activity. This will involve the parents participating in simulation parts A and B prior to debriefing. They will participate in the final joint debriefing session.</p> <p>4. Facilitator to brief participants regarding how the simulation activity will run:</p> <ul style="list-style-type: none"><li>The simulation activity starts in the meeting room with parents and therapists discussing client’s current situation.</li><li>Allow time for each therapist to deliver assessment results to parents and then proceed with the conversation regarding the need for further assessment and referral.</li><li>The simulation activity focuses on skills of therapists in communicating their findings and recommendations to the family.</li><li>Follow up with discussion of participant’s experience in final debrief.</li></ul>	<p><i>Materials/props</i></p> <p>Whiteboard</p> <p>Mock patient meeting room with chairs</p> <p>Participant briefing notes</p> <p>Simulated parents clothes and accessories</p> <p>Table/chairs</p> <p>Telephone</p>
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20 minutes

### Simulation activity ( Group A)

<ol style="list-style-type: none"><li>1. Facilitator leads Group A into the simulation room. The group are encouraged to have a short pre-meeting to discuss their approach to the family. When the team is prepared, the team leader leaves the room and returns with the simulated parents.</li><li>2. The simulation continues with the introduction of the purpose of the meeting by the team leader. All participants are involved in the meeting. The facilitator should stand to the side to watch the first phase of the simulation and can take notes as needed.</li><li>3. The participants each take a turn at providing feedback on the child's assessment and concerns; this may involve clarifying questions from the parents. The facilitator keeps time and facilitates the participants in swapping over of roles. The facilitator watches how each participant interacts with the parents and each other.</li><li>4. At the conclusion of the simulation, the facilitator leads the group back to the briefing/debriefing room.</li></ol>	<p><i>Materials/props</i></p> <p>Note pad</p> <p>Pen</p> <p>Timer</p>
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40 minutes

### Debriefing/feedback (parents not involved)

<ol style="list-style-type: none"><li>1. The facilitator sits in the opening of the horseshoe and asks: <i>"Let's start with a reminder of the learning objectives. The aim of today was to give you an opportunity to work together and provide difficult feedback to parents with the key recommendation being for them to seek more detailed medical assessment for their child. How was that for everyone involved in the simulation activity?"</i></li><li>2. The facilitator may ask some of the following questions, facilitating discussion between all participants:<ul style="list-style-type: none"><li>• <i>How was it being the active participant?</i></li><li>• <i>What went well?</i></li><li>• <i>What did not go so well?</i></li><li>• <i>How was it being an observer?</i></li></ul></li><li>3. The facilitator aims to encourage group discussion. The following questions may also be useful:<ul style="list-style-type: none"><li>• <i>How did you find the exercise?</i></li><li>• <i>What worked well?</i></li><li>• <i>What would you do differently if you had your time again?</i></li><li>• <i>How well do you think you worked together as a team? Strengths? Improvements?</i></li><li>• <i>How did the team work with the parents? How do you think the parents experienced the team?</i></li><li>• <i>How could this be applied to your workplace?</i></li></ul></li></ol>	<p><i>Materials/props</i></p> <p>Written notes</p> <p>Pen and paper</p>
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## BREAK

10 minutes

## Simulation activity (Group B)

20 minutes

<ol style="list-style-type: none"><li>1. Facilitator leads Group B into the simulation room. The group are encouraged to have a short pre-meeting to discuss their approach to the family. When the team is prepared, the team leader leaves the room and returns with simulated parents.</li><li>2. The simulation continues with the introduction of the purpose of the meeting by the team leader. All participants are involved in the meeting. The facilitator can stand to the side of the activity to watch the first phase of the simulation and can take notes as needed.</li><li>3. The participants each take a turn at providing feedback on the child's assessment and concerns; this may involve clarifying questions from the parents. The facilitator keeps time and facilitates the participants in swapping over of roles. The facilitator watches how each participant interacts with the parents and each other.</li><li>4. At the conclusion of the simulation, the facilitator leads the group back to the briefing/debriefing room.</li></ol>	<i>Materials/props</i> Note pad Pen Timer
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## Debriefing/feedback (Group A, Group B and parents)

40 minutes

<ol style="list-style-type: none"><li>1. The facilitator sits in the opening of the horseshoe and asks: <i>"Let's start with a reminder of the learning objectives. The aim of today was to give you an opportunity to work together and provide difficult feedback to parents with the key recommendation being for them to seek more detailed medical assessment for their child. How was that for everyone?"</i></li><li>2. The facilitator may ask some of the following questions, facilitating discussion between all participants:<ul style="list-style-type: none"><li>• <i>How was it being the active participant?</i></li><li>• <i>How was it being an observer?</i></li><li>• <i>What went well?</i></li><li>• <i>What did not go so well?</i></li></ul></li><li>3. The simulated parents are then invited to join the group discussion. The facilitator asks the simulated parents how they found both simulation activity A and B. Were there any key moments from their perspectives?</li><li>4. The facilitator then invites the participants from both Group A and B to ask questions of the simulated parents.</li></ol> <p style="text-align: right;">Debriefing/feedback continues....</p>	<i>Materials/props</i> Written notes Pen and paper
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<p>Debriefing/feedback continued....</p> <p>5. The facilitator will encourage group discussion. The following questions may also be useful:</p> <ul style="list-style-type: none"> <li>• <i>How did you find the exercise?</i></li> <li>• <i>What worked well?</i></li> <li>• <i>What would you do differently if you had your time again?</i></li> <li>• <i>How well do you think you worked together as a team? Strengths? Improvements?</i></li> <li>• <i>How did the team work with the parents? How do you think the parents experienced the team?</i></li> <li>• <i>How could this be applied to your workplace?</i></li> <li>• <i>What did you learn from your role as an observer?</i></li> </ul>	
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**Closing and evaluation**

10 minutes

<ol style="list-style-type: none"> <li>1. Facilitator to wrap up the session and check in with participants about whether they feel the learning objectives were met.</li> <li>2. Faculty to hand out workshop evaluation forms for participants to fill out.</li> <li>3. Facilitator to thank participants and close the activity.</li> </ol>	<p>Materials/props</p> <p>Participant evaluation form</p>
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**Faculty debrief**

10 minutes

<p>Once participants have left the room, the facilitator leads the faculty debrief covering:</p> <ul style="list-style-type: none"> <li>• <i>What went well?</i></li> <li>• <i>What did not go so well?</i></li> <li>• <i>Were the participants engaged in the simulation?</i></li> <li>• <i>What might we as a faculty do differently next time?</i></li> </ul>	<p><i>Materials/props</i></p> <p>Pen and paper</p>
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**Notes**

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